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ABSTRACT

This study examined the relationship between level of ego development and parents' self reports of the subjective experience of parenthood. Subjects were 30 mother/father pairs of middle class parents, 10 from each of three phases of the family: families whose oldest children were attending preschool or middle school, or had graduated from high school. Two assessment procedures were used: (1) an individual interview assessed parents' perceptions of the experience of parenthood, and (2) Loevinger's Washington University Sentence Completion Test Form 11-68 for men and women assessed level of ego development. Specifically investigated was the relationship of ego devlopment to response categories of self awareness, valuing interpersonal relationships, individuality, affect, empathy, and insight. With the exception of themes of individuality and empathy, the above categories of response were significantly related to parents' ego development. Other response themes also were identified. Ego level did not appear to increase with family phase. Results demonstrated that mothers and fathers varying in ego development describe the subjective experience of parenthood in qualitatively different ways. It is tentatively concluded, along the lines of Loevinger's model of ego development, that parents' responses to childrearing contain many elements that are a touchstone of ego development. (RH)

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The Subjective Experience of Parenthood, Personal Growth, and Ego Development Among Mothers and Fathers

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Since Erikson (1963) suggested the notion of generativity, parenthood has increasingly been conceptualized as an adult developmental process, from a number of related but different perspectives. 1) From the ontogenetic point of view, the work of Neugarten (1969) indicated issues that are salient to adult development, including the experience of parenthood. Galinsky's Between Generations (1981) described predictable psychological adaptations that tend to occur in each phase of parenthood. Cohler and Boxer (1984) point out that, although the advent of parenthood is a developmental task for both sexes, men and women utilize quite different developmental organizers in their lives, and this difference is largely determined by the fact of parenthood.

A second perspective is 2) the notion of developmental interaction within the family, based upon a bidirectional model of effects. This view emphasizes the mutual influence of parents and children within the dynamic context of the family (Bigner, 1985; Belsky, Lerner, and Spanier, 1984).

A further aspect of development, a third approach, considers individual variability among parents in their customary orientations to the personal and interpersonal demands of childrearing. In this study, this qualitative variability among individuals is conceptualized as ego development, and its relationship to the experience of parenthood is the focus of this paper.

Parents are faced with a complex challenge of mediating often conflicting demands between children, spouse, self, and the outside world, and of understanding the changing needs of the child and of one's own changing person. Parents vary in their degree of emotional preparedness and competence for this many-faceted task. They vary in how they conceptualize their children and themselves, and in their ability to empathize, to reflect on their experience, and to comprehend their child's inner life. Whether, for example, parenthood is perceived as a duty, a responsibility, or an opportunity are issues that exemplify individual variability among parents in their customary orientations to childrearing.

Loevinger (1962), in her original work with mothers of young children, described childrearing ideology as a touchstone of ego development. Her research in the measurement of family attitudes lead to her conceptualization of ego development as a process of increasingly differentiated perceptions of the self. Ego development can be described as the search for coherent meanings in experience and the framework of meaning that mediates individual experience. The essence of ego development is the striving to make sense of and to integrate experience (Loevinger, 1976). In the words of Kegan (1982) the evolving self is involved in the construction of meaning.

Levels of ego development can be described as modes of orientation, each marked by a characteristic way of defining and integrating experience. These modes of orientation are arrayed along a continuum that varies from poorly integrated, opportunistic and impulse-ridden modes (not included in this study), to highly integrated, abstract, and differentiated modes.

A brief review of the levels of ego development typically occurring in a normal adult population is shown below, with examples from the sentence completion test which serves as a measure of ego development.

I-3 Conformist: is oriented to external rules and appearance; shame, guilt for breaking rules.

Example: Rules are to be abided by.

I-3/4 Conscientious-Conformist: is marked by differentiation of norms and goals, with dawning self-awareness and self-criticism.

Example: Rules are necessary in the society we live in.

I-4 Conscientious: is marked by self-evaluated standards, self-criticism, guilt for consequences, long-term goals and ideals; recognizes contrasting ideas and the concept of equality.

Example: Rules are made for our protection, although some need changing.

I-4/5 Individualistic: adds respect for individuality and increasing complexity of thought, which becomes more inward.

Example: Rules are to help society in general, but are sometimes too restrictive to be helpful.

I-5 Autonomous: recognizes conflicting inner needs, respect for autonomy, interdependence; vividly conveyed feelings.

Example: Rules are the framework in which the game is played; valid only when useful or part of a mutually agreed upon system.

Holt (1981) reported a national survey of 966 young non-institutionalized adults and found the modal ego level was I-3/4, Conscientious-Conformist. It is estimated that in the general adult population, there is a tendency toward more self awareness and self criticism than in the Conformist level.

Newberger's (1980) construct of Parent Awareness, the cognitive structure of parenthood, is a similar typology that focuses upon two issues:

a) rights and responsibilities of the self in relation to the child, and

b) the parents' ability to take the child's perspective, to understand the child's inner self.

Newberger describes four levels of understanding the parent-child relationship; at the first level, an egoistic orientation, the parent sees the child in terms of meeting the parent's needs, as an extension of the parent. At the second level, the parent sees the child in a conventional way, with expectations for behavior that the parent believes is typical. Only at the third and fourth levels of awareness, as Newberger describes them, are parents able to see the unique rather than stereotyped qualities of the child and the process of growth and change in which both child and parent are mutually engaged. Newberger shows how the ability of the parent to understand at a level beyond conventional expectations tends to buffer the effects of stress and protects the child from unrealistic parental expectations or the tendency of parents to blame the child (Newberger, 1980).

While Newberger's construct focuses on the self in relation to parenthood, Loevinger's may be applied to all aspects of personal and interpersonal experience. Loevinger's may be compared to Kegan's notion of the evolving self (Kegan, 1982), which describes personal development as a changing balance of subject-object relations. Loevinger's Conformist, Conscientious, and Autonomous stages may be compared to Kegan's Interpersonal, Institutional and Inter-Individual orientations.

Purpose

The purpose of this study was an examination of the relationship between level of ego development and parents' self reports of the subjective experience of parenthood. The major question concerned ego development as an individual difference. Guided by Loevinger's model, it was hypothesized that increasing levels of ego development are characterized by increasing frequency of expressions of 1) self-awareness, 2) valuing of individuality, 3) valuing of interpersonal relationships, 4) expressions of affect, 5) empathy, and 6) insight among parents, in describing the subjective experience of parenthood.

Secondary questions concerned a) possible differences between mothers and fathers in ego development and in the relationship of ego level to interview data, and b) possible effects of family phase (defined by age of oldest child) on ego level. Was ego level enhanced by increasing experience as a parent?

Methods

The following methods were employed:

Subjects were 30 mother-father pairs of middle class parents, 10 from each of three phases of the family: Families whose oldest children were preschool, middle school, and post-high school. Subjects were selected from parents of present or former children attending the Child Development Laboratory of a large Midwestern University in a middle class university community. All but one

parent had at least one college degree. Each family was intact, all families had at least two children but no married children and no grandchildren; no families had children who were severely emotionally, mentally, or physically handicapped. Mean age for the sample was 40 years. Divided into three family phases, mean ages were, respectively, 33, 39 and 49 years. Mean number of children was 2.8 with a range from 2 to 5.

Procedures. Two assessment procedures were used: 1) an individual interview assessed parents' perceptions of the experience of parenthood, and 2) Loevinger's Washington University Sentence Completion Test, Form 11-68 for men and women assessed level of ego development (Loevinger & Wessler, 1970).

Ego Development is measured with a Sentence Completion Test developed at Washington University (Loevinger, Wessler, & Redmore, 1970) which consists of 36 sentence stems which, when completed, assess an individual's complexity of thought on personal and interpersonal issues; i.e., Raising a family . . . A good mother . . . Crime and delinquency could be halted if . . . etc.

The ego development manuals (Loevinger, Wessler, & Redmore, 1970; Loevinger & Wessler, 1970) and training workshop materials provide detailed instructions for scoring ego development protocols. Hauser (1976) reported reliability levels for self-trainer raters and personally-trained ones, with inter-rater correlations ranging from .89 to .93. Hauser concluded, in an extensive summary, that

the manual is clear enough so that high agreement can be obtained and maintained among raters trained in either manner. Hauser (1978) provides evidence, too, for the validity of Loevinger's model, and suggested its usefulness in clinical research. He recommended that further research related naturalistic interview data to ego level.

Rating of Ego Level. Scoring procedures for ego development protocols adhered to manual instructions. After the 36 sentence responses were typed and coded, their order was varied to assure blindness in scoring. The investigator, trained by self study and participation in three training workshops, scored responses, which produced one total protocol rating per subject.

Interview. A modified standardized interview was developed in accordance with Denzin's (1970) guidelines to assess the following kinds of information from each parent: 1) expectations for children before children were born; 2) if and how these expectations had changed in the course of childrearing; 3) sources of frustration, distress, or dissatisfaction related to childrearing; 4) sources of satisfaction or fulfillment, personal strengths; 5) "weaknesses," and 6) changed feeling about the self attributed to the parenthood experience.

Analysis of Interview Data. Interview data were analyzed according to methods of content analysis, which refers to the objective, systematic, and quantitive description of any symbolic

behavior; it provides a means of assessing the relative extent to which specific attitudes, ideas, or themes permeate a verbal message (Holsti, 1968). Two child development specialists assisted in establishing response categories. Working with a tentative set of themes initially identified by the investigator, one of the co-raters scored 10% of the interviews, with 85% agreement. After discussion of the categories with the co-rater, the categories were clarified and redefined. Working with another 10% of the data 90% agreement was obtained between the investigator and the trained rater. The second rater based her judgment solely on the scoring instructions without prior training, 83% agreement was obtained. The remainder of the protocols were coded by the investigator using the coding system as developed.

Response categories that were identified for hypothesis testing were Valuing Interpersonal Relationships, Affect, Empathy, Individuality, Self Awareness, and Insight. In addition to these, other thematic categories of response emerged in the interview data; these also were defined and coded. The total number of scored responses for each subject was summed to create a fluency score. Frequency of responses in each category provided the basis for computation of Pearson correlations and analyses of variance.

Composite Categories

In order to utilize data from the entire interview, themes which expressed a broad general idea were grouped to produce five composite scores, as follows:

Growth represented parents' reports of how they had grown or developed in response to the challenge of parenthood; these themes included patience, maturity, insight, reality orientation, questioning, self-awareness, and trust.

Personal Values was a composite of interpersonal behavior values expressed by parents: Valuing interpersonal relationships, empathy, affect, individuality, and valuing the internal qualities of the child.

Generativity, representing parents' desires to nurture their children and to participate in their development, was composed of themes of parental investment, responsibility, teaching, reasoning, achievement, accomplishment, child's behavior, and development.

Time and Energy represented parental frustrations attributed to parenthood: Conflicts over job and career demands, time and privacy for self, and concerns for one's own energy and autonomy.

Self-Concerns represented diminished feelings about the self, such as self-criticism and concerns for self-control.

Pearson correlations were computed for the above composite scores, ego level, family phase, and sex of parent. In order to

examine possible sex differences in patterns of relationship, correlations were computed separately among mothers and fathers.

Results

What ideas did parents express concerning the subjective experience of parenthood. Table 1 provides a brief description and example of selected response categories.

Insert Table 1 about here

It should be noted that, in addition to the hypothesized themes, Table 1 lists additional response categories that emerged in interview data: 1) notions of Parental Investment, which reflected parents' feeling of having invested something of themselves in their offspring, with satisfaction or appreciation, and often an indication of one's immortality manifested in one's children. Example: "Parenthood gives one a sense of time and place within time; you realize there's a next generation." 2) Patience statements were the most frequent category that described changed behavior in oneself. Example: "I've become more tolerant of noise, messes, and disruption." 3) Reason was often contrasted with emotion as a desired mode of interaction with children and as an expectation for the process of childrearing, i.e., a rational process. 4) Power of Outside Forces represented feelings of powerlessness or lack of control over forces such as school,

peers, society. 5) Self Concerns was composed of feelings separately identified as self-criticism and concern for one's own self-control. 6) Inner Qualities of the Child consisted of expressions that valued internal aspects, such as the child's happiness or feelings. "I hope that they are caring people who do not emotionally injure others."

Other response categories included statements that indicated the concern for social and personal Values. Example: "Your values are both challenged and confirmed. You feel the affirmation of what you are. . . .I've taken a stronger stand in political and educational issues because of the kids."

Parents' responses also included Questioning of the Self. "I began to question the nature of cause and effect, and my role in it." Other responses were concerned with the economics of child rearing and social, political, and sexual attitudes, religious change, family role strain, and concerns for children's behavior, development and achievement.

Insert Table 2 about here

Levels of Ego Development. The levels of ego development of the 60 parents, represented by total protocol ratings, are shown in Table 2. For statistical treatment, responses at the I-3/4 level (Conscientious-Conformist) were coded 1 (n=15). Responses

at the I-4 level (Conscientious) were coded 2 (n=29), and responses at the I-4/5 level (individualistic) and I-5 level (Autonomous) were grouped and coded 3 (n=16), as indicated in Table 2.

It can be noted that ego level did not appear to increase with family phase. It is seen, too, that the modal level of ego development was I-4, Conscientious, in this sample.

Ego Level. Table 3 presents correlations for the hypothesized categories and selected others with ego level and sex of parent.

Insert Table 3 about here

Looking first at the hypothesized variables, it is evident that ego level was positively and significantly correlated with Valuing Interpersonal Relationships, Self Awareness, Affect, and Insight. Other ideas that were expected to correlate significantly but did not were Individuality and Empathy. Individuality was the most frequently expressed response, among both mothers and fathers.

The ideas contained in the categories Parent Investment and Internal Qualities of the Child, which had not been conceptualized prior to content analysis of the interview data, were positively and significantly related to ego level. The Power of Outside Forces was significantly negatively related to ego level. Reason, although negatively correlated, was not significant at the .05

level. Neither of these responses had been conceptualized prior to content analysis.

Patience, which was a popular response, showed no relationship to ego level, nor did Self Concerns.

It should be noted that ego level was positively but non-significantly correlated with phase of family, indicating that years of childrearing apparently did not contribute to ego development. It is seen that fluency was significantly correlated with ego level, suggesting that more complex thoughts require more verbalization.

Sex of Parent. Correlations for sex of parent should be interpreted as point bi-serial correlations, since male and female are dichotomous variables and coded as such. It is seen that Self Awareness was expressed significantly more by mothers.

Hypothesis Tests. In order to test the contribution of ego level, sex of parent, and family phase, a three-way analysis of variance was computed. The results, shown in Table 4, affirm the positive relationship between ego level and frequency of responses of Self Awareness, Valuing Interpersonal Relationships, and Affect. The contribution of ego level to Insight, Individuality, and Empathy are non significant. Ego level was, however, a significant factor in reported feelings of Parental Investment (positive) and in the felt Power of Outside Forces (negative).

Insert Table 4 about here

As indicated previously, mothers expressed more ideas related to Self Awareness. Family phase emerged as a significant factor in the Power of Outside Forces, with parents of adolescents expressing these feelings to a greater extent.

Composite Scores. Table 5 shows correlations of composite scores, previously described, with ego level, family phase, and sex of parent. Correlations were also partitioned by sex of parent in order to examine patterns of correlations within mothers and fathers.

It is seen in Table 5 that in the entire sample, Growth and Personal Value scores were significantly ($p<.01$) correlated with ego level; however, when correlations were partitioned by sex of parent, correlations among fathers failed to be significant at the .05 level.

Among mothers, a concern with Time and Energy was a significant correlate of ego level, expressed particularly during the first phase of parenthood. Self Concerns were also expressed significantly more by mothers during earlier years, but these scores were unrelated to ego level.

Discussion

Interpretations of Data. In interpreting the numerical significance of categories identified in the interview material, it should be recognized that the interviews represent freely-expressed ideas. This method is likely to produce results that are different from those obtained in a method that suggests responses, such as a rating scale. One may assume that the responses obtained are ideas that are psychologically available to the respondent. It was assumed that subjects' self-reports represent a valid assessment of their feelings at the time about subjective aspects of parenthood, and that content analysis revealed the nature of those feelings and perceptions.

It is recognized, however, that other coders may have categorized the interview data somewhat differently; some expressions of feeling could be differentiated to a greater extent; perhaps some expressions could be grouped without significant loss of meaning.

The high educational level of parents in this sample and the range and means of ego development are not typical of the general population. It is likely that in a sample of parents at the modal level for the general population (I-3/4) a different set of interview data would emerge and different patterns of relationships between ego level and interview data would be obtained. On the other hand, one should note the variability in ego level that was

obtained within this sample of well-educated parents, who in other ways appear to be relatively homogenous.

One of the acknowledged problems in the measurement of ego development is the confounding of ego level and fluency in sentence completion data. As Hauser (1978) recognized, the relationship of fluency and ego level is an unsettled question. In this sample, as expected, fluency in interview data and sentence completion ego level were strongly correlated (.52, $p<.01$). Parents who provided complex and introspective responses in the interview also tended to write higher scoring responses in the Sentence Completion test.

Examples of Interview Data. Although the thematic content analysis enables one to identify and quantify ideas reported by respondents, it may not capture the qualitative differences that exist in the interview data from respondents at different levels of ego development. For example, two mothers of middle school children discussed problems that were scored for Power of Outside Forces. One mother, I-3/4 level (Conscientious-Conformist), attributed to the peer group the problem her son had with motivation:

> . . . it's the peer group! [Son] doesn't have any reason to meet deadlines; the kids don't seem to have any responsibility . . .

She continued:

> . . . and television makes him more passive . . . the kids are bored easily, I think from the influence of TV . . . I am horrified over drug use, pre-marital sex, stealing, trouble with the law generally . . .

An I-4/5 (Individualistic) mother voiced similar concerns, trying however, to comprehend her child's experience:

> I see differences in the things they are exposed to at different ages; it's hard to see what they're going through. . . .They are exposed to the sordidness and disillusionments of the world. For example, middle school. There has been a change in the world; problems with drugs, racial prejudice, not from home but from the environment. The behavior problems they witness! It's easy to get confused about differences in values. The problems in schools, starting around fourth grade, are hard. . . .We have to help them interpret the world.

The example above from an I-4/5 subject displays a level of complexity that the first mother's, probably a more typically-voiced concern, does not indicate. The second example also suggests a concern for the inner life of the child.

Analysis of Results

Significant relationships between ego level and themes of Valuing Interpersonal Relationships, Self Awareness, and Affect, as these qualities were manifested in interview data and correlations of composite scores of Growth and Personal Values with Ego Level, tend to support Loevinger's model of ego development among adults. Hypothesized relationships that were not found to be significantly related to ego development (Individuality and Empathy) may reflect the high level of education in this sample of parents. These themes were expressed by all parents in the sample.

The non-hypothesized themes that emerged in the interview material that were significantly related to ego development are consistent with Loevinger's model for example the positive correlation with responses concerning the Internal Qualities of the Child. The negative correlation with Power of Outside Forces suggests the Conformist orientation and the feeling of being controlled by external events; also consistent with Loevinger's model. The non significant negative relationship with Reason (as contrasted by parents with emotion) suggests differing orientations among mothers and fathers within the range of ego levels represented by this sample. It appears that fathers valued or expected childrearing to be a reasonable process, while mothers tended to value reason as a mode of interaction with children as they grew older.

The differential "behavior" of ego level in mothers and fathers was an unexpected occurrence. When correlations were computed separately for males and females, level of ego development and frequency of themes of growth, personal values, and time and energy concerns were more highly correlated among females; this may suggest that the parenthood experience has an impact upon women with high levels of ego development, and that they articulate the nature of this impact to a greater extent than more conventional women do. On the other hand, unrelated to ego level, concerns for the self were articulated significantly more among women during

the early phase of parenthood. These results are somewhat consistent with Cohler and Boxer's (1984) contention that parenthood has a different organizing effect upon men and women. These results would also give support to Gilligan's (1982) work on the significance of interpersonal values among women.

Implications

To a person familiar with the literature on parental "quality" or sensitivity to children's signals, the significance of ego level for parents should be apparent. Newberger's (1980) work provides support to the value of parental belief systems that recognize the inner life of the child and acknowledge the mutuality of development. Further support is the Lamb, Chase-Lansdale, and Owen (1979) model of maternal effectance. They suggest that a mother's belief system, or personally held theory of human development, as well as her self esteem, contribute to maternal sensitivity and "quality."

To a parent educator or counselor, the concept of ego development, and the related construct of parent awareness, suggest the need to match parent intervention content and structure to characteristics and needs of parents. Powell (1986) suggests that educators and practitioners need to understand the processes of change in parents and how parents deal with information that may conflict with their own ideas about their child or themselves. The nature of questions posed by parents, their conceptualization

of problems or issues, and the acceptability of varying solutions are likely to be influenced by level of ego development. Within any group of parents, there is likely to be variability in ego level. Goals for parent education may need to be restructured in view of individual variability among parents.

Summary and Conclusions

This study investigated the relationship of ego development to response categories of self awareness, valuing interpersonal relationships, individuality, affect, empathy, and insight in naturalistic interview data. With the exception of themes of individuality and empathy, the above categories of response were significantly related to parents' ego development; other response themes also were identified.

This study has demonstrated that mothers and fathers varying in ego development describe the subjective experience of parenthood in qualitatively different ways. On may infer that ego development mediates parents' experience of the childrearing process. The results lend support to the notion of ego development as individual variability among parents. One may tentatively conclude, as Loevinger's model suggests, that parents' responses to childrearing contain many elements that are a touchstone of ego development.

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Table 1

Frequency of Response Categories Expressed by Parents:
Means Partitioned by Sex of Parent

Category Code	Description	Grand Mean (n=60)	S.D.	Sex of Parent Means	
				Males (n=30)	Females (n=30)
Individuality	Awareness of individual differences in children; individual uniqueness; temperament as a factor in interaction with children.	3.13	1.836	3.20	3.06
Valuing Interpersonal Relationships	Valuing of interpersonal relationships; mode of relating that is concerned with interpersonal quality; includes also companionship and communication; true friendship with children	3.03	2.217	3.00	3.06
Parental Investment	Parental investment; pride in realizing results of one's efforts; includes ideas of life satisfaction realized in one's children; child's delight in parent	1.90	1.469	2.06	1.73
Self-Awareness	Statements indicating self-awareness which were reported as both "painful" and growth-producing	1.76	1.701	1.06	2.4
Affect	Statements of positive affect, expressing loving, caring, affection, laughter and joy	1.50	1.752	1.23	1.76

Table 1 (Cont.)

Category Code	Description	Grand Mean (n=60)	S.D.	Sex of Parent Means: Males (n=30)	Sex of Parent Means: Females (n=30)
Insight	Statements indicating growth in insight, wisdom, and judgment	1.18	1.172	1.10	1.26
Empathy	Statements indicating growth in empathy, seeing from the child's perspective, feeling with; sensitivity	.95	.946	.93	.96
Patience	Growth of patience or tolerance in self	.95	.946	.76	1.13
Reason	Valuing of reasoning with children as a mode of interaction; expectation of childrearing to be a process, based on reason as opposed to emotion	.83	.924	.90	.36
Self-Concerns	Self-Concern: Statements concerning self-criticism, including guilt and concern with self-control	.98	.84	.70	1.26
Power of Outside Forces	Perceived power of outside forces; school, peers, society, and the accompanying feeling of powerlessness	.65	1.191	.53	.76
Internal Qualities of Child	Expressions concerned with and valuing the internal qualities of the child, such as inward happiness, psychic well-being	.58	.85	.56	.60

Table 2

Frequency and Means for Level of Ego Development,
Divided by Family Phase and Sex

		Phase I (n=20)		Phase II (n=20)		Phase III (n=20)		Total (n=60)	
		Males	Females	Males	Females	Males	Females	Males	Females
3/4	Conscientious-Conformist	5	2	1	3	2	2	8	7
4	Conscientious	2	6	6	5	5	5	13	16
4/5	Individualist*	3	1	2	1	3	2	8	4
5	Autonomous*	0	1	1	1	0	1	1	3
	Means	1.8	2.0	2.2	1.9	2.1	2.1	2.03	2.00

*Grouped for statistical treatment.

Grand mean = 2.016

Table 3

Correlations Among Category Scores, Sex of Parent, Family Phase, Fluency, and Ego Development

Category	Sex of Parent	Ego Level
Individuality	.036	.142
Valuing Interpersonal Relationships	.152	.493***
Parent Investment	.192	.323**
Self-Awareness	.415***	.293*
Affect	.153	.271*
Insight	.071	.284*
Empathy	.017	.200
Patience	.195	.075
Reason	.072	0.231
Self-Concerns	.218	.109
Power of Outside Forces	.098	-.279*
Internal Qualities of the Child	.019	.391***
Fluency	.219	.525***
Family Phase	.000	.144

Critical values of the correlation coefficient: (df = 60)
.05 = .250*
.02 = .295**
.01 = .325***

Table 4

Main Effects of Ego Level, Family Phase, and Sex of Parent on Selected Category Scores

Category	Source of Variation	F	Significance
Self-Awareness	Main effects	4.048	.004**
	Phase	1.119	.336
	Sex	11.961	.001**
	Ego level	3.398	.043*
Valuing Interpersonal Relationships	Main effects	4.295	.003**
	Phase	.945	.397
	Sex	.043	.837
	Ego level	9.258	.000***
Individuality	Main effects	.556	.733
	Phase	.340	.714
	Sex	.043	.838
	Ego level	.997	.378
Affect	Main effects	2.98	.022*
	Phase	3.162	.053
	Sex	1.919	.173
	Ego level	4.050	.025*
Insight	Main effects	1.293	.285
	Phase	.536	.589
	Sex	.346	.559
	Ego level	2.227	.116
Empathy	Main effects	.970	.447
	Phase	1.078	.349
	Sex	.009	.925
	Ego level	.942	.398
Parental Investment	Main effects	2.007	.097
	Phase	1.189	.315
	Sex	.599	.443
	Ego level	3.747	.032*
Power of Outside Forces	Main effects	3.214	.015*
	Phase	4.447	.018*
	Sex	.801	.376
	Ego level	4.42	.018*

Table 5

Correlations of Composite Category Scores with Ego Level, Family Phase and Sex of Parent for (1) Males and Females Combined and (2) Males and Females Separately

Category	Males and Females Combined (n=60)[a]			Males (n=30)[b]		Females (n=30)[b]	
	Ego Level	Phase	Sex	Ego Level	Phase	Ego Level	Phase
Growth	.432**	.045	.416**	.273	.227	.644**	-.073
Personal Values	.423**	-.004	.064	.323	.193	.533**	-.205
Generativity	.076	-.030	-.153	-.035	.021	.250	-.104
Time and Energy	.121	-.315*	.114	-.155	-.278	.428**	-.358**
Self-Concerns	.109	-.173	.218	.097	.130	.127	-.374**

[a]Level of significance, two-tailed = df = 58, .10 = .215, .05 = .255*, .01 = .331**.
[b]Level of significance, two-tailed = df = 28, .10 = .306, .05 = .361*, .01 = .468**.